

*Journal* OF THE



Association for Education by Radio

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# The Association for Education by Radio

**Editors' Note:** The following has come to the Journal's editors from the joint Army-Navy Committee on the college qualifying test for boys about to enter the service. Your assistance in the promotion of this test among the high-school seniors eligible in your area is highly desired. If you will make use of the announcement in the form of spot announcements or in news programs, it will be helpful. Let's see what radio can do to advance this very necessary cause!

## Information Concerning the Qualifying Test for Civilians

The second nationwide test for candidates who wish to be considered for the Army Specialized Train-

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ing Program and the Navy College Program V-12 will be held on November 9, 1943.

The test will be given at any high school, preparatory school, or college in the United States attended by students who wish to take the test—any student who is interested and eligible. Students who did not qualify on the test of April 2, 1943, and are still eligible to apply for the college programs must take the November 9 test if they wish to be considered again.

The Qualifying Test, as its name suggests, is the first step in the selection of men for the college programs of the Army and the Navy. For further details address the United States Office of Education.

### Affiliated Organizations

**ALPHA EPSILON RHO**—Sherman Lawton, Executive Secretary, Stephens College, Columbia, Missouri.  
**FM ASSOCIATIONS**—In organization stage.

### Membership

The Membership Committee now comprises members appointed from specific cities and areas in addition to those appointed by the Regional Vice-Presidents. Chairman: KATHLEEN N. LARDIE, Department of Radio Education, Detroit Public Schools.

**Region I:** ROBERT B. MACDOUGALL, State Teachers College, Trenton, N. J.

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# The JOURNAL of the ASSOCIATION FOR EDUCATION BY RADIO

228 North La Salle Street

Chicago, Illinois



Volume III

October, 1943

Number 2

## The Cox Investigation of the F. C. C.

By James Lawrence Fly

THE request of the *Journal of the Association for Education by Radio* that I present some of the issues involved in the Cox Committee investigation of the Federal Communications Commission can be answered in two ways. First, there is the probable impact of the investigation on educational radio as such, and second, there is the impact of the investigation upon all of us as citizens in an orderly, representative democracy.

The immediate concern of educational radio in the investigation can be briefly stated. The chief feature of the policy of the Federal Communications Commission during recent years has unquestionably been its opposition to monopolistic tendencies in radio, and its insistence that the privileges granted broadcasters under the Communications Act of 1934 shall not become vested interests as against the public, as against newcomers to the radio industry, and as against the forces of technical progress. We have sought, in short, to insure that the basic policy of the Communications Act against monopoly be adhered to. It is this policy of rigorous protection of the public interest in radio which has made possible the reservation of a whole band of frequencies for non-commercial educational broadcasting, and it is this same policy which has brought forth in recent years a whole series of attacks upon the Commission, including the present attack by Congressman Cox.

Educational radio has a particular interest in seeing that the public interest provisions of the Act are fully enforced. During the early days of radio, a very large number of educational stations sprang up all over the country; indeed, it is fair to say that educational institutions were among the earliest and most fervent pioneers in the broadcasting field. A majority of these educational stations have since disappeared, in part as a result of in-

**Editors' Note:** The Congressional investigation of the Federal Communications Commission prompted an invitation to Chairman Fly to review the case of the FCC. His cordial response is printed below. Invitations will be issued to other parties interested in this problem and they'll be heard from in subsequent issues. Meantime, the membership of the AER is invited to state its views.

sufficient funds to keep pace with the advance of the broadcasting technique, in part from lack of interest, but in part as a result of the tendency towards monopoly and monopolistic pressures. The effect was a marked reduction in the number of educational broadcast stations.

Today the situation has changed. As a result of the opening of FM or frequency modulation broadcasting, it has been possible for the present Federal Communications Commission to set aside a whole band of frequencies for the exclusive use of non-commercial educational broadcast stations. Similarly, it has been the policy of the Commission, through its Chain Broadcasting Regulations, to maintain the autonomy of local commercial broadcast stations, so that they will remain free to broadcast local educational and other programs in the public interest. In these and a variety of other ways, the Commission has sought within its jurisdiction to maintain constant improvement in radio service, both educational and commercial.

This firm stand of the Commission has, understandably enough, aroused enmity in certain quarters, and that enmity has taken a variety of forms. Legislative proposals designed to emasculate the Commission and to permit the extension of monopoly within the broadcasting field have been not infrequent in recent years. Most wisely, the Congress has recognized the utmost importance of maintaining in this field a Commission alert to the

public interest, and such proposals to emasculate the Commission have to date been thoroughly studied by Congress and then rejected.

Prediction is always hazardous but I venture to predict that, in the unlikely event that legislation emasculating the Commission or vesting the rights of present licensees is enacted, among the first casualties will be the non-commercial educational broadcast stations in the FM band. Inevitably, during the postwar period, there will be strong pressures toward turning over this reserved educational band to other interests. It will require a strong Commission, alert to the welfare of all the people of the United States, to resist those pressures. The present attack from the Cox Committee, like the earlier attacks, is designed to weaken the Commission's power in this and comparable ways.

But there is a major respect in which the Cox Committee differs from earlier attempts to emasculate the Commission, and this is of importance to every citizen, regardless of his concern for educational radio. To this broader issue I now turn.

Briefly, the Cox Committee investigation of the F.C.C. constitutes the use of the high congressional power of investigation for purposes of personal malice. The investigation arose shortly after the Commission learned that Congressman E. E. Cox had received a check for \$2,500 from Radio Station WALB in Albany, Georgia, for "legal services" which he purported to render when that station was seeking a license before the Commission. By unanimous action, the Commission turned over the evidence in the WALB case to the Attorney General of the United States. Since then Congressman Cox has periodically sprayed the Commission with verbal vitriol, and has launched his so-called investigation.

The conduct of the investigation  
(Continued on back cover)

# THIS MONTH in the NEWS

• Lt. (j.g.) Hazel Kenyon Markel was selected as one of four aides to accompany Lt. Comm. Mildred H. McAfee, director of the Waves, on a review tour of the Women's Reserve on the occasion of the branch's first anniversary. Lt. Markel, an AER member and former educational director of KIRO in Seattle, serves as liaison for the Navy's Radio Section with the U. S. Office of Education.

• W. B. Lewis, recently resigned as Chief of the Radio Bureau of the OWI, has accepted a special assignment to make a nation-wide study of radio program service for the Columbia Broadcasting System. He will travel to various sections of the country and discuss with listeners, public leaders and broadcasters the role broadcasting is playing—and can play in the future—in American life. He will concern himself with local and regional as well as nation-wide radio service. Prior to joining the OWI, Mr. Lewis was vice-president in charge of programs for CBS.

• Albert Crews, former chairman of the Department of Radio in the School of Speech at Northwestern University, has been appointed dramatic director to the production staff of NBC's Central Division. Mr. Crews was director of the NBC-Northwestern Summer Radio Institute and also authored two texts (Radio Writing, Production Directing) used by Institute students. He plans to complete a text on announcing after joining NBC.

• Joseph Ries, formerly educational director of WLW in Cincinnati, has been appointed radio field representative in Caracas, Venezuela, for the Office of the Coordinator of Inter-American Affairs. His territory will also include Haiti and the Dominican Republic.

• At a meeting of the New York Chapter of the AER, the following officers were elected: Lyman Bryson, president; Harrison Summers, vice president; Jane E. Monahan, secretary; Robert B. Macdougall, treasurer; Luella Hoskins, membership chairman.

## Dr. I. Keith Tyler Heads Radio at Ohio State

COLUMBUS, O.—In a move to coordinate all of Ohio State University's radio resources and activities into a more effective program, President Howard L. Bevis has announced the assignment of Dr. I. Keith Tyler to be acting director of radio education for the university.

Dr. Tyler, director of the radio division in Ohio State's Bureau of Educational Research, has been loaned by the bureau for the coming year to get the new university-wide program under way.

As acting director of radio education, he will coordinate the work of the university radio station, WOSU, now on the air 69 hours a week; radio courses offered in such departments as speech, music, journalism, education, business organization and electrical engineering, rearing young people for careers in radio; and the radio research conducted by the Bureau of Educational Research.

Dr. Tyler has long been prominent in U. S. radio education circles, most notably as director of the annual Institutes for Education by Radio held in Columbus each May under the sponsorship of Ohio State. He has been on the Ohio State staff since 1935. Since 1937 he also has served as director of evaluation of school broadcasts for a national research study having its headquarters on the campus here.

## FREC Inaugurates New Program Listing Service

A listing of recommended educational programs is a new FREC service being hailed by teachers and school administrators throughout the country. Only a limited number of network programs is included but each program is annotated in such a way as to give teachers advance information about the nature of the program and provide opportunity for planned listening.

An advisory committee has been named by Commissioner John W.

Studebaker to pass final judgment on programs to be listed. Committee members are Mrs. Elizabeth Goudy, Specialist in Training Techniques of Visual Aids in the U. S. Office of Education; Lt. Hazel Kenyon Markel, Radio Section of the Office of Public Relations, Navy Department, Washington, D. C., Dr. Belmont Farley, Director of Public Relations, National Educational Association, and Dr. Clyde M. Huber, Chairman, The Radio Committee, Public Schools of the District of Columbia and Registrar, Wilson Teachers College.

Lists are being channeled through the State Departments of Education each month. Teachers are urged to supplement the network listings with similar information about local and regional programs.

While listing of network programs is not an altogether new plan, teachers have complained in the past that information has come to them too late for inclusion in the curricular plans for the school term. Teachers using the new service will be encouraged to criticize it and to offer suggestions for its improvement.

## AER Wartime Conference at Stephens College

Columbia, Mo.—Radio's place in "the new world," meaning the world of today and of tomorrow as distinguished from the world of yesterday, will be the underlying theme of the wartime radio conference to be held November 19, 20, and 21 at Stephens College. Sponsored by the AER, the conference will again emphasize, as it did last year, the problems of the individual station in relation to the area it serves.

Madame Wellington Koo will be a special guest; and the Northwestern University "Reviewing Stand", which is broadcast over the facilities of the Mutual Broadcasting System, will originate from the Stephens College campus on November 21. Plans also call for a number of special meetings, exhibitions and demonstrations.

AER REGIONAL WARTIME RADIO CONFERENCE at Stephens College—

Columbia, Missouri, November 19, 20 and 21

SEVENTH ANNUAL SCHOOL BROADCAST CONFERENCE at Chicago, Ill.—

Hdqts.: Morrison Hotel, November 28, 29, 30



## America's Schools Will Keep Pace!

Today, under the impacts of war, students must make many difficult adjustments. While tomorrow, after victory is won, they must be able to assume increased responsibilities of citizenship.

Keenly aware of the vital importance of education in such times as these, our school teachers and administrators are doing a magnificent job—keeping pace

with a world already drastically changed by war and by the wartime advances of science. And they are planning *now* the school improvements necessary for this post-war era. That's why they are showing such keen interest in RCA's development of the improved teaching tools which will be available when peacetime production is resumed.

### Good schools will need better equipment for best teaching results.



**RCA School Sound Systems** serve as nerve centers for instant communication with any and every part of the school building or buildings. Invaluable to school administrators. Already in successful use in thousands of schools.



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TUNE IN  
"WHAT'S NEW?"  
RCA's great new show,  
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E. W. T., Blue Network.



# We Take You Now to-

## Toronto, Canada — Canadian Broadcasting Corporation and Harriett M. Ball:

"Next winter, for the first time, all nine Provincial Departments of Education in Canada will be providing broadcasts for their schools. The example set originally by British Columbia and Nova Scotia, has now extended right across the Dominion. The three Maritime provinces of Nova Scotia, New Brunswick and Prince Edward Island have adopted a joint regional scheme of school broadcasts for ten programmes per week (three national and seven regional); subjects include Maritime history, vocational guidance, music appreciation, elementary science, geography and French. Saskatchewan will launch its first series on "Health Highways", over a province-wide network. Ontario Department of Education will, for the first time, sponsor a course in music appreciation. In English-speaking Quebec, there will be a series of studio discussions by groups of high-school students on current events.

Alongside of these new developments, there will be a continuation of the school broadcasts already actively developed in British Columbia, Nova Scotia, Alberta, and French-speaking Quebec. Furthermore, the CBC will supplement the work of the Provincial Departments of Education by continuing to broadcast three of the series of the American School of the Air (science, literature, and geography), as well as three all-Canadian series on Fridays, entitled "My Canada" (an imaginative interpretation of the life in the nine provinces of Canada), "The Way of Free Men" (dramatizations in simple terms of democratic principles) and "Proud Procession" (programmes on pioneers in various fields of Canadian achievements). These Canadian programmes will be preceded by a weekly ten-minute news review for the study of current events.

The CBC is planning to contribute six programmes on Canadian subjects to the American School of the Air and six to the Inter-American University of the Air. These will deal with the music, history and literature of Canada."

## Washington, D. C.—Information and Radio Service and William Boutwell:

"Radio educators now coming to Washington will have to make a safari to find the Office of Education Radio

Service. Since Mr. Ickes had to have more room for his mine managers, the Office of Education, including the Radio Script and Transcription Exchange, will move to Temporary M at 26th and Constitution Avenue. This location is midway between the statue of William Jennings Bryan and Heurich's Brewery. Visitors will do well to bring a box lunch. The move will, however, bring the Information Division (**William D. Boutwell** and company) and the Radio Division (**R. R. Lowdermilk** and **Gertrude Broderick**) together for the first time in two years.

"Mars is a sleight-of-hand artist with many tricks in his bag. One of his oddest brings three National Officers of the AER together in the U. S. Office of Education. When our president, **Major Harold Kent**, War Department Liaison Officer assigned to the Office of Education, has a problem on his mind he telephones vice-president **William D. Boutwell**, Chief, Division of Information and Radio, and national secretary **Elizabeth Goudy**, who has recently joined the War Training Films Division, U. S. Office of Education. Then we hold a meeting in the corridor."

## Detroit, Michigan—Station WJR and Mark L. Haas:

"To give high school students of communities outside the Detroit metropolitan area an opportunity to obtain radio experience, Station WJR will use only such students on the Friday student panel which is featured in the Columbia School of the Air. Last year nineteen different high schools outside of Detroit were represented in this series.

"Two weekly programs are presented on WJR by Detroit Public Schools, a fifteen-minute dramatization under the direction of **Kathleen N. Lardie**, national membership chairman of A. E. R. and in charge of radio activities for the Detroit Public Schools, and a fifteen-minute music program, under the direction of **Marvel O'Hara** of the music department, Detroit Public Schools.

"The \$5000 Radio Scholarship awarded by WJR to that Detroit high school graduate best qualified to become a radio executive has been discontinued for the duration of the war. **Richard Mitchell** who won the scholarship in 1943 was given \$1000 in cash and \$4000 was deposited to his credit

with the Detroit Board of Education to be used for his education when he returns from military service."

## Cincinnati, Ohio—Stations WLW-WSAI and T. D. White:

"'This Day of This Year' is a newscast heard over station WSAI, Cincinnati, designed especially for children by **Bernice Foley**, widely-traveled commentator, who lived in China for three years and has traveled throughout Europe. Miss Foley interprets the news for youthful minds. The program strives to give young listeners a better understanding of the peoples and history of foreign countries. Miss Foley has been able to secure the cooperation of both the Cuban Ministry of Education and the British Ministry of Information in furnishing her news for incorporation in her newscasts. She is also in contact with officials in other countries, from whom she hopes to receive educational news.

"'Your Health,' an educational program broadcast for years by **Dr. Carl Wilzbach**, Cincinnati health commissioner, over station WLW, Cincinnati, is now being heard in an expanded format. Broadcasts now include dramatic and narrative presentations of important health subjects, in addition to the weekly talk by Dr. Wilzbach, who appears in cooperation with the Cincinnati Academy of Medicine, the Public Health Foundation and the Cincinnati Board of Health. 'Your Health' is heard each Saturday over WLW at 9:45 a.m. EWT.

"One impact of the war has been the deeper appreciation of religious values and the need millions of persons find for spiritual comfort and help," declares Miss **Katherine Fox**, director of public service and coordinator of war activities for stations WLW-WSAI. Recognizing this wartime need, WLW and WSAI are now devoting approximately 11 hours weekly to the presentation of religious programs. That WLW and WSAI listeners are appreciating the religious programs is evidenced by the greatly increased volume of audience mail, in which the writers express their appreciation for the spiritual help they have obtained from listening to these broadcasts.

"Some interesting facts are revealed in a report of the WLW and WSAI newsroom's part in the world news picture, just compiled by **William Dowdell**, newsroom chief. WLW devotes 1586 minutes and WSAI 1376 minutes each week to the broadcast of news shows. On WLW this time is devoted to 39 newscasts weekly, 125 of which originate from the Nation's Station and 4 of which are from the

networks. WSAI gives 57 newscasts weekly, with 127 of local origination and 30 coming from the networks. To handle the huge amount of news coming into the WLW-WSAI newsroom over its five wire services, Dowdell has the assistance of 18 newscasters, commentators, editors and writers, all of whom devote full time to news work. In addition, WLW also has a cable desk, with its own foreign war correspondents in North Africa, London and Australia; and WSAI operates its own local news wire, with local staff of reporters covering police, city hall and general assignments. Dowdell, who had long newspaper experience before coming to WLW-WSAI, sums it all up by saying, "With so much happening, the task of radio news editing is much like that of the news editor whose space has been restricted. However, the enlightenment and stimulation of public thought we are able to render by means of these newscasts is of such unquestioned importance that we are well repaid for our efforts."

**Portland, Oregon—Sally Bechill,  
Portland Public Schools, re-  
porting her summer work-  
shop experience.**

"Northwestern's and NBC's Radio Institute has closed after a six week's session featuring lectures, observations of radio broadcasts at NBC studios in Chicago and eight radio courses covering specialized phases of commercial broadcasting. This Institute was designed primarily to prepare individuals for employment in commercial radio, in an effort to relieve the serious manpower shortage, particularly in small stations.

"Observation in the NBC studios was an ever-varying experience. Students were advised to observe during all their free time. These observation periods included rehearsals as well as program presentations. In addition, each was scheduled for observation periods in the control rooms and there, abstract terms became concrete through association and application. Opportunities were provided students to consult specialists in different departments about broadcast problems. The NBC personnel was especially friendly and cooperative. Students were advised to take only courses for which they had a definite talent or need and the maximum load was nine hours. The department of radio of the School of Speech of Northwestern administered the Institute and regular college credits were given; the courses included announcing, acting, writing, directing, control room techniques, and public service."

## They Say-

### Public Service by Radio

*Contributions from AER members as well as excerpts from statements of interest in the press, radio and speaker's platform.*

It was a WLS announcer and engineer from Chicago, you may remember, who were on hand at sundown on May 6, 1937, when the ill-fated Hindenburg slid into the airport at Lakehurst, New Jersey, and burst into flame while being moored. With Herb Morrison at the microphone and Charlie Nehlsen in the recording booth, an on-the-spot description of the tragedy was recorded. This, without a doubt, was one of the greatest—if not the greatest—radio scoops ever made. Even NBC, whose policy did not permit the use of recordings over the national network, jumped at the chance to broadcast this once-in-a-lifetime scoop.

And it was Tommy Rowe's WLS engineering department that worked for a year perfecting equipment to record the heartbeat of Art Starnes when he fell five miles through space before pulling the ripcord of his parachute. That was on October 24, 1941. The project had been turned down as impossible by every radio station (including the networks) in Chicago. This added up to another scoop—a really notable achievement.

The most recent display of station initiative was a series of nineteen recorded interviews with official representatives to the United Nations Food Conference. In this instance, John Strohm, managing editor of *Prairie Farmer*, and Harry Templeton, war program manager of WLS, tackled the job of securing first-hand reports on food problems and farming conditions from United Nations officials. As press and radio were barred from the conference at Hot Springs, Virginia, the pair hied east with a battery of recording equipment before the conference was due to begin. With the cooperation of the Office of War Information, they worked for several days preparing and recording interviews. The platters were then flown back to Chicago and while the food conference was in progress (and for several days thereafter) these timely and informative interviews were broadcast as a feature of the "Foods for Humanity" series. At the request of the OWI, these recordings were released to other stations.

The leadership demonstrated by

WLS is an example of the constructive sort of thing that a radio station can do as a public service gesture if they are willing to get out of the beaten path of prepared programs and if they are in a position, as many of them are, to spend a little time, money and effort on a worthy cause.—James G. Hanlon.

### Radio for Illiterate Majorities

An editorial in *El Liberal Progresista* (June 5, 1943) entitled "Radio Broadcasting as a Teaching Instrument" discusses the importance of the radio in Guatemala's program of public education. After declaring that education is the first duty of the Caribbean countries to themselves and to the world in the post-war period of reconstruction, the editorial says, in part:

"No one now disputes the fact that the great, all-embracing and peremptory problem of our country has to do with the improvement of the mass of our people through the medium of culture. For the attainment of this end we should make use of every means at our disposal and make intelligent use of time. In our country's special case, schooling is a slow process and insufficient for bringing about the national evolution, the rhythm of which should be accelerated if we are to keep in step with the times. Radio broadcasting adapted to the development of a scientific plan of social education drawn up in accordance with our national needs, is the only educational instrument that could give satisfactory results. We should not be thinking here about what they do or do not do in other latitudes, but about the fact that every country has its own very special cultural needs, Guatemala's being in accordance with her own special ways of living. Our patriotic obligation, when the question arises of utilizing so effective an educational instrument as the microphone, should not be to copy but to adapt. . . . Radio broadcasting is called on to fulfill an inescapable and transcendental educational function in countries with illiterate majorities. It is not a matter of broadcasting what the majority of the radio audience, who are not educated, are most enthusiastic about, but of accustoming the unlettered public to recreate itself in the veritable work of art and to listen attentively to all that enriches its culture . . ."

**Back the Attack**

**Buy War Bonds**

## *The Canadian Broadcasting Corporation presents— Mary Gannan on Writing Radio for Children*

THIS is my creed. I believe in elves . . . in goblins with green shoes . . . in fairies who'll sour your cream if you sweep all the cobwebs away . . . and that Education's a good thing. I believe in little brown dogs who hang Christmas stockings . . . in Skooty a mouse, who plays a French horn . . . that there's nothing like a good story well told . . . and that "all God's chil'en got wings."

I'm very fond of God's children. I know those wings will transport these chil'en quickly and eagerly to meet my goblins in the green shoes . . . to listen to Skooty play his French horn . . . to investigate my theory about education. And I know too, if they like my goblin, if Skooty's music's good, and if my theory seems reasonably true, I've an audience . . . the best kind of an audience.

Children are our best listeners. It's true they have certain demands to make of us. First of all, they expect sincerity (and who can blame them?) They want entertainment and they want information. We've tried, in the CBC in planning and writing our programmes for children, to meet these demands. We've patterned our programmes after the creed I've just professed. We've dealt in fantasy and in fact . . . we've dealt in history . . . in science . . . in travel . . . we've dealt in thrillers . . . in music . . . in song. In Fantasy we've presented two types of programmes: The dramatized and the narrative. The "Magic Chord Series" is under the former heading. This series of original stories is designed for the very young. It casts talking dolls and cheery chickens . . . it casts the Man in the Moon and a Worm named Willie. There's musical mice and singing raindrops . . . there's foxes and hawks . . . thunder clouds and dragons . . . and a most appealing old man of the woods who answers to the name of Kinderbad. All these and more play a part in the adventures of the small boy and girl . . . who at the sound of the Magic Chord fall down into the magic land.

In straight narration, the CBC presents the "Just Mary" series. This is a series of original stories, also designed for the very young. They are written with the hope of giving joy to those that they are written about, for the Just Mary stories are written of the children. No matter what the plot or who the character in the Sunday narrative there's something of

someone somewhere in real life. There's something perhaps of Jimmy White who found himself a dog down at the pound and called him Pal. There's something perhaps of a lonely Richard who lives on a hilltop overlooking the sea out in the west. Or perhaps it's about the small boy next door who found a wiggly worm in the heart of his apple. With some wiggling of words a story is woven of the apple worm whom we christen Reuben. And so Just Mary goes on and on and on, and hopes to go on and on still more because she agrees with Kocert Louis Stevenson that "the world is so full of a number of things."

Our school broadcasts are regional and national. Some are formal lessons . . . some are dramatic pictures of our country's history . . . some are biographical studies of great men and women. The musical programmes that are directed at the schools are descriptive of the period and the country of origin.

We've put Education . . . nonsense . . . music . . . fantasy . . . news . . . and song into one basket when we present our weekly variety show . . . "The Children's Scrapbook." Once a year we give this period over to an actuality broadcast. That's when the circus comes to town. It's a gala day when the lions roar and the seals bark on the Canadian network from Sydney to Victoria.

We think National Programmes are important. We like the child in Nova Scotia to know he is hearing the same programme simultaneously with the child in British Columbia. We feel national programming strengthens national unity.

This fall our regional schedules show a higher percentage of radio for children. That is good. Radio is the greatest influence in the world today, and if we use it wisely and well when we are pointing it towards our children, we are making for a better world citizenship.

Well . . . I've had my say . . . I'm not so good at philosophies and prophecies . . . I'm much better when I'm wondering whether I should trim Mrs. Rabbit's new hat with forget-me-nots or violets . . . or whether "Kelsie" is a nicer name than "Katy" for the brown cow I've just written into Lily Lou Lane. Both are important issues too, mind you . . . when you write radio for children.

## LET'S START AN EXCHANGE DEPARTMENT!

When it comes to publicizing our own activities, we teachers are notoriously lax. Call it professional modesty, good taste, or just indifference, the fact still remains that not only is the public pitifully uninformed about what goes on at school but teachers are equally ignorant about what goes on in other schools all over the country.

This is not due to lack of interest. Up and coming teachers—especially those who are working in new fields—are always on the lookout for new ideas. Many of them pay good money each year to attend summer schools, radio workshops, and institutes. However, often those who attend leave without really discovering just what you and you and you have been doing, and how you do it.

To satisfy this need, the AER Journal is providing space in each issue for exchange material from teachers. This is a real opportunity, but the responsibility for getting the material is ours. We, as radio teachers, must find the time to get our ideas down on paper. We may not have time to write long articles, but what about a few short, concise paragraphs? We want to know things like this—

What were your most successful experiments in broadcasting last year?

What unusual uses have you made of radio programs and recordings?

What changes has the war made in your school radio setup?

What post-war training are your students getting by means of radio education?

Does your community know what you are doing?

What are your plans for the coming year?

Any questions that you would like to ask other teachers in the field?

Take a few minutes right now to jot down one or two good ideas or questions and send them in to the Journal today. Remember that what may be old stuff to you may be a brand new idea to some of the rest of us. After all, it is hearing from YOU that will make the column vital. Here is the chance that we have really been looking for. Let's not muff it!

Sincerely,  
Marquerite Fleming,  
Another Teacher

**NOTE:** Send material to  
Marguerite Fleming, 930 Francis  
Avenue, Columbus, (9) Ohio.

FOR the cost of two average classrooms, a school system or college, it was pointed out in the previous article, can acquire, when the war ends, a modern F-M radio transmitter. Such a transmitter can readily become a member station in a state-wide education network assuring staticless, high fidelity educational radio service to all schools and, ultimately, to practically all citizens of that state.

But suppose your school system had an F-M education owned station. What could be done with it?

Cleveland's board of education has already answered this question. A 50-page mimeograph booklet listing a full semester's programs for all levels from kindergarten through adult education and for nearly all subjects reveals in detail how Cleveland schools use their F-M station WBOE. Chicago and New York and Portland, Ore., also begin to give us big city answers to this central question.

But so much of F-M lies in the future that a better answer may be found by looking in on two teachers in the year 1946. Sally Marsden teaches second grade in a town of 30,000; John Drake is principal and science and social studies teacher in a five-teacher rural high school.

To begin with, both teachers have at arm's reach two teaching aids; one, a good radio receiver and, second, a combined schedule and teacher's guide to educational radio programs. To bring programs they want into their classrooms, all they need to do is flip a switch. The automatic tuner does the rest.

A day with Miss Marsden shows how F-M can help her.

Before she left for school in the morning, Sally Marsden tuned in on the school F-M station to hear the announcements for the day—meetings scheduled, radio program changes and special features, her teacher association news, new books and teaching films which had just arrived, etc. Arriving at her classroom, she turns on her F-M receiver for music which she finds very useful to quiet her pupils for the day's work. Sally was never very good in music so she welcomes next the help of the radio music teacher who leads the children in 10 minutes of spirited singing. At 10:00 she tunes in the current events program which presents 10 minutes of news edited for primary school pupils. She finds this program excellent motivation for instruction in writing and word building which follows.

At 1:30 p.m. there is a story hour in which the classics of childhood literature are dramatized. Sally finds that this program stimulates reading.

## Education's Megacycle

### Part II—What Shall We Do With It?

By William Dow Boutwell

She served on a committee to select the stories to be dramatized. After school she participates in a PTA meeting on child psychology problems, a meeting which begins its discussions after listening to a 2 minute radio talk by a leading child psychologist on the state university staff. Useful as all these radio programs are, Sally enjoys most the evening concert hour which brings her the finest symphonies with a quality that only F-M can produce. There are other programs, of course, but these are the ones she uses with greatest regularity.

John Drake, on this same day in 1946, also listened to the opening announcements at 7:45. At 9:30 his science class listened to "Science in the News" which included an interview with one of the world's leading scientists on the subject of atomic power release. At 11 o'clock his social studies class was particularly eager to participate in the "Issues Behind the News" program because they had elected one of their fellow students to go to the nearby F-M station to participate in this regular news background program by and for high school students. At noon the F-M radio brought music for the lunchroom and later dance music for dancing in the gymnasium before classes resumed. At 3 o'clock, the school band began practice on two new numbers under the remote direction of a radio master band teacher at the state university. Later in the afternoon three of Drake's students were staying on to take advanced Spanish instruction by radio. They were taking this course by correspondence since no teachers were available in this small high school to teach advanced Spanish.

Of course a hypothetical day with two teachers can give but a fragmentary answer to the question—"What can you do with an F-M educational station if you have one?" Potential uses of a station become incalculable. Quite definite, however, are the uses which school systems and colleges are now making of radio. Here is a recently compiled list:

- News and current events programs adapted for age levels
- Subject motivation programs
- Supplementary Aid programs

Teaching by Radio  
Story telling  
Guidance programs  
Library programs  
Talks by prominent guests  
In-service teacher training  
Adult education programs  
Music for Special activities such as dancing

Announcements  
Student Talent programs  
Forums and discussions  
Sports programs  
Community cooperation programs  
Holiday and special events programs  
School public relations programs  
Programs for Handicapped children

Thus, it is clear, that schools and colleges have already found a wide variety of uses for radio. Given transmitters and studios and given personnel to run a station, schools can create a broad variety of educational programs. Thousands of teachers eagerly await programs so created.

So we can turn to the next question. What kind of equipment and organization will be needed to bring educational radio service to Miss Marsden and Mr. Drake and their fellow teachers?

When these two teachers in 1946 flip the switch their receivers will bring in the F-M educational station located in a city of 100,000, about 25 miles away. Although this F-M station operates under the authority of the local board of education, its service area goes beyond the city limits. In fact we can assume that its 1 kilowatt transmitter mounted on the flagpole rising above the city's tallest building sends out a "good signal" over a radius of approximately 30 miles.

This nearby F-M station is a member of the state education network. Twenty transmitters comprising the network are so located that every school, large and small, in the state is within range of good quality reception. Most of these 20 transmitters are located in large cities or at the major colleges and universities.

This "education network" differs in many respects from radio networks as we now know them. It carries no advertising. Its stations are not connected by telephone wires. Ultra-high radio beams relay programs automatically from one station to the other. Experiments have already proved the workability of beam relays. Coordinator for this federation of educational radio stations is the state department of education, aided, no doubt, by the major state institutions for higher education and by a state wide advisory committee.

The "education network" also differs from present networks in that

(Continued on back cover)

# Radio Literature Review

[Within the last three or four years there has been a remarkable increase in the number of new books devoted to varying aspects of radio. Particularly notable is the increased publication of radio scripts, so that many readers must now be convinced of the permanent literary value of radio programs at their best. The many problems of radio—in the technical, political, economic, educational, and aesthetic fields—are also receiving increased attention from scholars, analysts, critics, and commentators. To deal with these numerous publications the AER Journal will hereafter devote larger space to such publications; we hope in fact at least to list for reference all new books devoted to radio. The reviews of these books will hereafter be written by members of the English Committee of the AER, of which Max J. Herzberg, Weequahic High School, Newark, N. J., is chairman. Publications and communications relative to books on radio should be sent directly to him.]

**The Radio Workshop** (H. W. Wilson Co., New York, 1943: 559 pp. \$3.00). James M. Morris. A revised and greatly enlarged edition of a popular collection of radio plays; they may be given without payment of royalty. Of the plays in the volume eleven are new. The author is director of drama at Radio Station KOAC, Corvallis, Oregon, which is operated by the Oregon State System of Higher Education. Instructions for production, sound effects, timing, and the like are provided, and one section of the volume, "The Director's Handbook," gives many general and practical suggestions. The plays are of varying type—several are for holidays. Some are adaptations—from Shakespeare's "Hamlet," Maupassant's "The Necklace," Schiller's "William Tell," etc. The literary standard in the original plays is not high, but the plays undoubtedly lend themselves to effective reproduction.

**Drama Goes To War** (The Modern Chapbooks, 284 Montauk St., Brooklyn, N. Y., 1943: 45 pp.). Joseph Mersand. This brochure is the seventh of Dr. Mersand's "Modern Drama Chapbooks." It provides much useful information under five headings—"The Drama in National Defense," "Plays of American Democracy," "Radio Drama in Total War," "Wanted: More Biographical Plays," and "American Dramatists and the Axis." The essay on radio reviews

some recent programs devoted to discussing or winning the war, with particular praise for the performance of Edna St. Vincent Millay's "Lidice."

**Radio Education Pioneering in the Mid-West** (Meador Publishing Co., Boston, 1943: 128 pp., \$2.00), Albert A. Reed. Dr. Reed, former deputy state superintendent of public instruction in Nebraska, reviews the story of educational radio in Iowa, Kansas, Minnesota, Missouri, Nebraska, and North and South Dakota. He has himself participated actively in the broadcasting of programs since 1923. He feels that in the mid-West radio "has belonged to the people." One wonders a little at his definition of mid-West and particularly at his omission of Ohio. The book has a valuable gathering of facts for the region covered.

**Daytime Serials and Iowa Women** (Radio Station WHO, Des Moines, 1943: 47 pp.), Leda P. Summers. This careful and intelligent study of daytime serial listening suggests a number of important conclusions. It appears that approximately one-half of all women living in "radio homes" are regular listeners to radio serials, that there is no recognizable "daytime serial listening type" of women, that only minor differences exist between women who listen regularly and non-listeners, that there is evidence of a close relationship between the amount of serial listening and the amount of magazine reading, that as daytime serial listening increases listening to better types of programs decreases, that two out of every five women who listen regularly to serials believe that such listening "helps them solve their own everyday problems," and that the size and character of the audience varies greatly with hour of broadcast, age, educational qualifications, type of plot, age of leading character, etc.

**Experiments In Electronics and Communication Engineering.** By E. H. Schultz and L. T. Anderson. (Harper & Bros., New York, 381 pp., \$3.00.) This laboratory guide for Communication Engineering students contains over 100 experiments ranging from simple direct current measurements to complete video amplifiers, radio receivers, radio transmitters, antenna systems, micro wave equipment, etc. While a complete list of the experiments cannot be given, they do include all of those given in the usual laboratory manual, and many additional ones.

The book consists of fourteen chapters, of which the first two discuss laboratory techniques, the use of tools, procedures, and circuit elements and measuring devices. The remaining twelve chapters, organized about the major topics in the field, are devoted to the experiments. At the beginning of each experiment there is a brief discussion of the principles involved, the procedure to be followed, and the apparatus to be used. Even though sufficient information is given in each experiment to enable the student to work out all of the details without consulting any other reference, several of these are provided at the end of each experiment.

The text has been prepared by members of the electrical engineering faculty at Illinois Institute of Technology for the United States Army Signal Corps Training Schools on that campus. During the last year more than 3000 Enlisted Reserve Corps trainees have been enrolled in the schools. Almost one-third of the training program period is devoted to laboratory work, which necessitated a laboratory guide more extensive than any available.

It is believed that this laboratory guide should be useful to other institutions offering undergraduate courses in electrical engineering and for the extensive courses in electronics and radio engineering of the ESMWT program.—E. H. A.

**Adolescent Personality and Radio: Some Exploratory Case Studies.** By Howard Rowland. (Evaluation of School Broadcasts, Ohio State University, 1943, 18 pp., 25 cents.) With school systems becoming more concerned about the utilization of radio in the classroom, this booklet gives a comprehensive analysis of what the effects of radio listening upon young people actually are.

In a typical junior high school in an average American community a faculty committee was appointed to consider the installation of new radio equipment and the development of a classroom utilization program. However, the committee felt that it would be unwise to rush into the classroom use of radio without an understanding of radio's leisure-time influence upon the students. The faculty first decided to cooperate with the Evaluation of School Broadcasts Project in discovering the role of radio listening as a leisure-time influence in the lives of the young people through questionnaires, radio diaries, interview schedules, extensive home visits, and case methods of investigations.

Radio listening appeared to be the most important leisure-time activity. Comedy, dramatic, crime and adventure programs were rated favorites by the boys, while the girls preferred dramas of family life and romance. I felt it was significant that only two programs designed especially for young listeners (Jack Armstrong and *The Lone Ranger*) were mentioned, and the interest in these waned after the seventh grade.

The survey emphasized a noticeable change in listening habits and an abrupt shift of interest with the development of the sexes during the summer months. Mr. Rowland's statement that radio programs planned to hold the interest of adolescent children should remain on the air the entire year, I believe, is worthy of utmost consideration. Otherwise listening habits that are interrupted during the summer months may never be reestablished.

Detailed case studies of "tuning in" with adolescent listeners were included for five boys and three girls. They are sufficient to reveal to us the problems broadcasters must face in planning programs for the adolescent listener.

It would be both interesting and practical to learn in what manner this case study was used by the radio committee in developing the classroom use of radio.—M. E. G.

#### Patriotic Song Contest

Entries Due Oct. 31

Last-minute advice to participants in the patriotic song contest jointly sponsored by the National Broadcasting Company and the National Federation of Music Clubs:

Miss Rhea Silberta, contest chairman, reminded competitors that the deadline is October 31. She suggests it would be wise for everyone who is entering a manuscript to get a copy of the contest rules from the National Federation of Music Clubs, 455 West 23rd Street, New York City 11, before submitting his entry.

Mrs. Guy Patterson Gannett, president of the Federation, emphasizes the desirability of a fresh approach.

"We are not looking for an imitation of some song that is currently popular," she said, "but a song that is individual and outstanding, not so topical that it will be forever branded as belonging to this war, but one that will provide patriotic inspiration for Americans for all time."

## WNYC Mobilizes for an Emergency

**Editors' Note:** The following release is an interesting story of what one AER member did with his station in time of emergency.

Morris Novik is Director of the New York City Radio Station and has demonstrated, as the reader will gather, how local people use local facilities by way of service to the local community. It is entirely appropriate as in this case that the municipal station place itself at the service of the city or other city departments and that this be done with no hesitation and with intelligence and common sense. There is a lesson in this for all educational and municipal stations. They have a responsibility to the community which they serve.

ON SUNDAY evening, August first, a Negro soldier resisted the arrest of his girl companion in the lobby of the Hotel Braddock, at Eighth Avenue and 126th Street. Within three hours disorganized bands of hoodlums and rioters were using the incident as an excuse to begin a campaign of pillage and destruction on the dimmed-out streets of the world's largest colored community, Harlem.

By midnight the disturbances had reached the riot stage, and WNYC together with the Police and Fire Departments swung into action in order to keep the rioting localized. Morris Novik, director of the Municipal Broadcasting System, and Radio Coordinator for New York City, made arrangements for His Honor the Mayor to go on the air with a special appeal to the citizens of Harlem to return to their homes and restore order. Noted Harlem leaders, including Dr. Max Yergan and Ferdinand Smith, joined the Mayor in his appeal for order and decency. The speeches were made over WOR, WJZ, and WABC at 1:05 A.M. (WNYC according to FCC regulations was off the air at 10 P.M.—WNEW recorded the addresses.)

Temporary Headquarters were next set up at the Harlem Police Precinct at West 123rd Street. Three WNYC sound trucks (including one with an auxiliary generator that could run electric lights and generate power for an on-the-spot broadcast) went into action. These were joined by two police sound trucks, and started touring the crowded streets of Harlem at 3 A.M. Each sound truck carried some distinguished member of the Harlem community who spoke to the people over the loud speakers urging them to re-

turn home and get off the streets.

The five sound trucks continued rolling until midnight August second. Meanwhile WNYC signed on the air at 7 A.M. August 2nd, and at 8:03 A.M., in cooperation with six other New York stations, broadcast another special address by Mayor LaGuardia who reiterated that this was NOT a race riot, but merely a series of disorganized disturbances by hoodlum bands. The Mayor spoke again at 9:50 A.M. over WNYC, and this time seven other New York stations joined in, with WJZ recording the speech and putting it on at 10:15 A.M.

WNYC meantime had installed a permanent line to Harlem Police Headquarters at 123rd Street and became the clearing house for all late information. At 12 noon, the station exclusively announced that Major General Thomas A. Terry, Commanding General of the Second Corps Area, had arrived in Harlem. General Terry declared the situation well enough in hand not to declare Harlem out-of-bounds for servicemen, and sent only enough troops into the area to protect those soldiers that were in the district at the time.

At 12:45 P.M. John Whitmore of the Mutual Broadcasting System, together with Morris Novik of WNYC, lined up a special broadcast from the 28th Police Precinct in Harlem featuring a vivid word picture of the events. This special feature broadcast was carried over WNYC, WOR and the entire Mutual chain.

As the disturbances quieted down, one final special broadcast was made over WNYC from the Harlem Police Precinct at 6:15 P.M. The speakers included such noted Negro leaders as A. Phillip Randolph, President of the Brotherhood of Sleeping Car Porters, Frank Crosswaith, of the New York City Housing Authority, and Judge Hubert Delaney who was the chairman of the speakers committee which was organized to tour Harlem in the sound trucks urging the people to remain calm and stay off the streets.

All during the day however, WNYC broadcast the late news of the disturbances, as well as special spot announcements reminding listeners that this was NOT a race riot but a local disorder, and urging the people of Harlem to remember that America was fighting its battles on the war fronts—not at home.

## The Cox Investigation of the F. C. C. . . .

(Continued from Page 1)

has followed the course to be expected from this genesis. After six months of intensive investigation, and after seven weeks of allegedly public hearings, the Commission has still not been afforded an opportunity to answer the charges made by the Cox Committee, to supply relevant documents for the public record, or indeed to get a word in edgewise. In addition to the Committee's allegedly "public hearings," it has held secret sessions from which the public, the press and the Commission alike are excluded, at such unCongressional places as Washington hotel rooms and the private offices of the Wall Street law firm in which the Committee's counsel is a partner.

Indeed, the Cox Committee in its seeking after headlines rather than truth has followed seven rules of procedure which have actually been reduced to writing. These rules were read to the full Committee on July 6, 1943 and were circulated to all members of the Committee in writing the following day. I quote them verbatim:

"1. Decide what you want the newspapers to hit hardest and then shape each hearing so that the main point becomes the vortex of the testimony. Once that vortex is reached, adjourn.

"2. In handling press releases, first put a release date on them, reading something like this: 'For release at 10:00 A. M. EWT July 6, etc. If you do this you can give releases out as much as 24 hours in advance, thus enabling reporters to study them and write better stories.

"3. Limit the number of people authorized to speak for the Committee, to give out press releases or to provide the press with information to the fewest number possible. It plugs leaks and helps preserve the concentration of purpose.

"4. Do not permit distractions to occur, such as extraneous fusses with would-be witnesses, which might provide news that would bury the testimony which you want featured.

"5. Do not space hearings more than 24 or 48 hours apart when on a controversial subject. This gives the opposition too much opportunity to make all kind of counter-charges and replies by issuing statements to the newspapers.

"6. Don't ever be afraid to recess a hearing even for five minutes, so that you keep the proceedings

completely in control so far as creating news is concerned.

"7. And this is most important: don't let the hearings or the evidence ever descend to the plane of personal fight between the Committee Chairman and the head of the agency being investigated. The high plane of a duly-authorized Committee of the House of Representatives examining the operations of an Agency of the Executive Branch for constructive purposes should be maintained at all costs."

This degradation of the very important Congressional power of investigation should be a source of concern to every citizen. Throughout the history of this country Congressional investigations have been one of the chief means for maintaining the health of our body politics, and for informing the Congress, in order that it may legislate wisely. The present investigation, arising as it does from personal prejudice and carried on without regard for even the minimum standards of fair play, impairs the respect and public confidence in this essential Congressional power. Every citizen is affected by this sorry development.

## Education's Megacycle

(Continued from Page 7)

member stations may or may not take any programs offered from other centers. Moreover, many more points for program origination will be used than is now true of the commercial radio networks. "Program exchange service" would be a more accurate description than "network".

F-M education state networks are both logical and desirable developments for the following reasons:

1. Only state networks can bring service to the rural schools where radio's service is sorely needed.

2. Networks make possible the sharing of the program load. Few city school systems can afford personnel required to produce programs throughout the day. Network service will enable education stations to operate 8 to 12 hours per day. Actually the FCC does not require operation for any specific minimum number of hours but a school system would naturally wish to make maximum use of facilities.

3. State departments of education and state institutions can cooperate more effectively with a network which brings service to all schools than with individual stations. For example, state extension services can develop correspondence instruction by radio that will help make the small high school's curriculum as rich and varied as the metropolitan high school.

4. Legislators will be more inclined to vote funds for a service that will reach all their constituents.

Estimates indicate that sufficient F-M transmitters to assure service to all schools in any but our very largest states could be installed for \$100,000 to \$200,000. Considering the far reaching benefits that would flow from state-wide educational radio service, this figure is small in our average state education budgets. The alternative—spotty, individual, acquisition of transmitters by large cities and large institutions—offers much less promise. Indeed, such laissez-faire development of educational F-M may easily use up available channels leaving rural areas without facilities or the means to provide them.

No school system or college or state can today buy the equipment to build educational F-M transmitters. But educators and citizens can do what business men are doing—make their post-war plans. They can map plans for F-M transmitters. They can summon local and state committees to work on plans for programs as well as equipment. They can begin to build staff and teacher experience which will assure full and effective use of F-M when stations can be built after the war.

Both the U. S. Office of Education and the Federal Communications Commission stand ready to help state and local planning committees. Remembering Chairman Fly's warning, we should plan now to use the priceless boon that modern science and the Federal Government offers—Education's Megacycle.

## China and India

### Speak to America

To supplement the coverage being given to the radio series "China and India Speak to America" by one hundred local stations throughout the country, The East and West Association wrote to superintendents of schools in ten metropolitan districts and offered copies of the set of thirteen records to be used in high schools and over local radio stations which programmed educational material. As a result of this offer, the series is now being used in the Chicago, Los Angeles, Detroit, St. Louis and Cleveland public school systems. In Cleveland and Chicago they are being broadcast over Board of Education F-M stations, while the other school systems are circulating the 33 1/3 r.p.m. records among schools equipped to play them. In addition, the series has been subscribed to by the Intercollegiate Broadcasting System, which takes its programs from F-M stations in New York state and New England.